

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☐ High ☐ K-12 ☒ (K-8)
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mrs. Maureen Trenary, Ed.S.

Official School Name: Our Lady of Grace Catholic School

School Mailing Address:
5051 Eden Avenue
Edina, MN 55436-2308

County: Hennepin State School Code Number*: NA

Telephone: (952) 929-5463 Fax: (952) 929-8170

Web site/URL: www.olgschool.net E-mail: maureentrenary@olgschool.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mrs. Martha Frauenheim, M.Ed.

District Name: Archdiocese of Saint Paul and Minneapolis Tel: (651) 291-4500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Sheila Letscher

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 0 | Elementary schools |
| 0 | Middle schools |
| 0 | Junior high schools |
| 0 | High schools |
| 0 | Other |
| 0 | TOTAL |

2. District Per Pupil Expenditure: 0

Average State Per Pupil Expenditure: 0

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 18 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7	24	32	56
K	33	27	60	8	24	34	58
1	41	36	77	9			0
2	37	40	77	10			0
3	30	52	82	11			0
4	40	40	80	12			0
5	48	24	72	Other			0
6	33	39	72				
TOTAL STUDENTS IN THE APPLYING SCHOOL							634

6. Racial/ethnic composition of the school:

<u>0</u> %	American Indian or Alaska Native
<u>2</u> %	Asian
<u>0</u> %	Black or African American
<u>1</u> %	Hispanic or Latino
<u>1</u> %	Native Hawaiian or Other Pacific Islander
<u>96</u> %	White
<u>0</u> %	Two or more races
<u>100</u> %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1.	636
(5)	Total transferred students in row (3) divided by total students in row (4).	0.016
(6)	Amount in row (5) multiplied by 100.	1.572

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 1

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 2 %

Total Number of Students Served: 15

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>6</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>31</u>	<u>4</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>48</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	96%	98%	95%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	6%	8%	0%	14%	16%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

In 2004-05, two teachers moved out of state, and two teachers accepted jobs closer to their homes.

In 2003-04, three teachers retired, two teachers moved out of state, and one teacher decided not return after her maternity leave.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Fulfilling the vision in its *Mission Statement*, “Our Lady of Grace Catholic School is a Catholic community of parents, educators, and students whose greatest commitment is to spiritual and academic growth....” In 1949, the Sisters of Mercy opened the school doors to 115 students. By 1987, with several building expansions completed, OLG had grown to 282 students. In 2001, another expansion was completed, enabling OLG to celebrate its 60th anniversary next year with more than 630 students.

Parents and students identify the school’s Catholicity as its top strength. OLG also offers one of Minnesota’s top academic programs at a school located in one of the state’s top public school districts. The school community values and expects excellence, and OLG continues to exceed those expectations, setting the bar ever higher for itself. OLG’s strengths include its faith formation program, its academic program, and its administration and staff.

With Father Robert Schwartz as pastor since 2002, OLG offers an exemplary faith formation program. The school day begins and ends in prayer, and a student-prepared, school Mass is celebrated weekly. Under the direction of a Social Justice Committee, OLG’s exceptional social justice program is multi-layered and calls all community members to service, including classroom-based projects, student council led fundraising, all school/family service days, a Middle School service requirement, Middle School Service Club, and 8th grade Peer Ministry.

OLG’s program is academically superior, instilling a love of learning and encouraging excellence at every level. The rigor, relevance, and relationships of OLG’s core academic offerings are continually tested and strengthened. As one of the few Catholic schools participating in the *Minnesota Comprehensive Assessment* testing, OLG has one of the highest, most consistent test results in the state. Driven by data, OLG’s diligent and regular curriculum reviews result in greater achievement and growth potential for students.

A remarkable example of OLG’s excellence is the *One to One Learning Program*. Eight years ago, Middle School students shared 60 iMacs. Today, each one of OLG’s 186 Middle School students is loaned a MacBook laptop for use at home and school, and each Middle School classroom is equipped with an interactive electronic white board. Students’ interaction with educational materials and lessons has never been greater at OLG, benefitting all learners. Further, K-5 students are offered consistent exposure to technology through mobile labs, a state-of-the-art computer lab, and interactive electronic white boards.

Over the past several years, more than \$400,000 has been donated for technology initiatives through Project Blessings, a project honoring OLG’s tradition of teaching excellence. OLG’s administration and faculty are superior by any standard. OLG’s principal, Maureen Trenary, has guided the school since 1990. The faculty share students’ love of learning, embracing professional development opportunities; 75% of the teachers have Master’s degrees. For math and language arts, each K-5 classroom has a teaching assistant working alongside a teacher. While collaborating with parents, the staff nurtures students helping them grow in self-discipline and respect. OLG’s hallmark is teamwork, and the team includes faculty, parents, and students. Supporting the team are OLG’s assistant principal who oversees assessment data analysis and enrichment programs and OLG’s learning specialist who guides differentiation efforts. Every day, OLG students are taught and supported by professionals who are dedicated to students’ spiritual and academic growth.

An OLG education nourishes the heart, mind, and soul of each student. True to its mission, OLG’s unique educational experience allows each student to discover and grow his/her God-given talents, graduating with a solid love of God, a deep respect for oneself and others, and an active desire to serve.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The excellence of OLG's curriculum and student achievement in reading and math is validated by the consistently high test scores from the *Minnesota Comprehensive Assessment* (MCA), a state criterion-referenced test administered in Minnesota in accordance with the *No Child Left Behind Act*, and the *Metropolitan Achievement Test* (MAT8), a national norm-referenced test. The 2007-08 MCA average scale score of 764.1 in reading and 762.1 in math for OLG's 7th grade students placed them 6th and 9th in the state, respectively. These results put OLG in the top 10% of schools in reading and math in the state. Similarly, the 2007-08 8th grade MAT8 scores of 83rd percentile in reading and 88th percentile in math indicate student achievement in the top 10% of participating schools.

The MCAs are given in grades 3, 5, and 7. OLG's students are regularly tested, and their achievement levels over the last five years are exemplary with nearly all results at 90% or more of the students meeting or exceeding grade level expectations. For the 2005-08 MCAs, the four achievement levels were: Exceeds the Standards, Meets the Standards, Partially Meets the Standards, and Does Not Meet the Standard. For the 2003-05 MCAs, the Exceeds the Standards category was separated into two categories: Demonstrates Advanced Academic Performance and Demonstrates Working Above Grade Level.

Today, Meets the Standards means that a student demonstrates the math and reading skills of the state standards. The math skills include reasoning, number sense and computation, pattern and algebraic thinking, data and probability, spatial, geometry, and measurement skills. The reading skills include vocabulary expansion, comprehension, and literature skills. MCA Test Score Data can be found at the Minnesota State Department of Education Website:

http://cfl.state.mn.us/MDE/Data/Data_Downloads/Accountability_Data/Assessment_MCA_II/MCA_II_Excel_files/index.html

The only disparities in OLG's MCA scores occurred in 2006-07 with lower 5th grade math scores and in 2005-06 with lower 7th grade math scores. Support for identified students was provided in their math classes in subsequent year(s). For curriculum purposes, test specifications and individual strand performance levels were examined. Additional pre-testing also occurred to determine needs, and differentiated instructional groups were established. The 2007-08 5th grade MCA math scores improved to 91% of students meeting or exceeding state standards. The 7th grade MCA math scores improved to 90% of students in 2006-07 and 91% of students in 2007-08 meeting or exceeding state standards.

OLG students in grades 2, 4, 6, and 8 take the MAT8 and the *Otis-Lennon School Ability Test* (OLSAT7) in October. Prior to 2005-06, 8th grade students did not take these assessments and instead participated in the statewide testing program – *The Minnesota Basic Skills Test* – a test that has since been discontinued for 8th graders. The MAT8/OLSAT7 scores have been analyzed annually to look for consistency and trends. OLG's reading averages are near or above 80th percentile in grades 4, 6, and 8, and almost all of OLG's math averages in grades 4, 6, and 8 are above the 85th percentile. Generally, the class average improves significantly after 2nd grade. Student achievement generally exceeds ability as evidenced by comparing the MAT8 reading results with the OLSAT7 verbal abilities test scores and the MAT8 math results with the OLSAT7 non-verbal abilities test scores. This trend demonstrates that significant overall progress is made by students as they advance through OLG's curriculum.

2. Using Assessment Results:

Assessment analysis is a vital source of data for decision-making for individual students and curriculum modifications. On an ongoing basis, current measures are evaluated and new data sources are sought in order to enhance student and school performance. For example, through an extensive study of test scores and other data, OLG developed a differentiated math program for Middle School. Student placement is based on scores from the 4th grade MAT8/OLSAT7, the 5th grade MCA test, classroom performance, and teacher observation. Each student's individual factors are analyzed by math teachers, the learning specialist, and the administration to determine placement, which may be reevaluated periodically. Upon graduation, through differentiation and small group instruction, a few students complete pre-algebra, most complete algebra I, and approximately 1/3 of the class or about 20 students complete 9th grade geometry.

With a diligence that is typical of OLG's curriculum reviews, the OLG's science committee recently examined the MAT8 test objectives to determine alignment with OLG's curriculum and to identify content areas for improvement. The committee also reviewed MAT8 sub-scores in life, earth, and physical science, the test specifications for the *Minnesota Science Assessment*, and the *Minnesota State Science Standards*. This data was used to adjust curriculum maps, including realigning instruction by grade level in accordance with state and national standards. Further, the interactive science materials in grades 4 and 5 were supplemented with additional content material. Grades 6-8 adopted science mini-series texts which include more labs and access to many web-based resources.

The latest K-4 reading curriculum review took into account the need for increased differentiation. This addressed a concern about a sub-group of struggling readers who were not showing significant progress on standardized tests. These students needed more support in decoding and comprehension, and the adopted program better supports the teaching of reading strategies for all students.

3. Communicating Assessment Results:

OLG uses a variety of ways to communicate student performance, all of which promote collaboration for student achievement. First, teachers prepare for the school year by reviewing the parent-completed *Individual Learner Profile* for each student and discussing any concerns at the first parent/teacher conference which takes place prior to the first day of school. In addition, for grades 3-8, PowerSchool is used to communicate students' results on all classroom-based assessments (e.g., projects, homework, tests) to parents whenever they log onto the web-based system. Further, there are two parent/teacher conferences during the school year at which student progress and performance are reviewed. OLG also has an open door policy which encourages parents to schedule before or after school meetings with teachers for any concerns related to student performance.

OLG also participates in several standardized assessments, including the MAT8/OLSAT7 given in grades 2, 4, 6, and 8 and the MCA given in grades 3, 5, and 7. Before students are given a standardized test, the importance and purpose of the test are communicated to parents. Further, in order to ensure that parents and students understand the test results, a letter of explanation is sent home with each student's test report. Additional consultation is provided to those parents wanting a more detailed explanation of their child's results.

An overview of test results is communicated to the community in a variety of ways. OLG's website includes the results for the last several years. In addition, an overview of test results is presented each year to the School Board as well as to prospective families at registration/information meetings. Moreover, the results have been communicated to OLG's parish community via an expanded Sunday bulletin format recently adopted by the parish. Finally, local newspapers publish the MCA results each year, and the school's marketing materials reference the results.

4. **Sharing Success:**

OLG is a leader in the Archdiocese of Saint Paul and Minneapolis and shares best practices with other schools. OLG's principal has chaired over 20 accreditations for the Minnesota Nonpublic School Accrediting Association, sharing expertise and knowledge and working to support other parochial schools. In addition, OLG's Middle School Spanish teacher will serve this year on an accreditation team for an inner city Catholic middle school where 90% of the students speak Spanish as their first language.

OLG has been nominated as an "Apple Success Story" for its *One to One Learning Program*. Several School Board members, as well as OLG's principal and faculty, have offered advice, expertise, and documents to other schools considering student laptop programs. Materials from the program have been posted on the school's website, and other schools may access and use the materials. In 2009, OLG will host other Archdiocesan schools for a technology and learning day. OLG's students, faculty, and administration will demonstrate technology integration and laptop learning at OLG.

OLG's learning specialist teaches graduate classes at various area universities, inviting OLG's faculty as guest speakers. For a new generation of teachers, faculty share OLG's best practices, including how initiatives like differentiation can be transformative when supported by a strong, school-wide professional development model. OLG's faculty and administration also will attend the 2010 National Catholic Educational Association Convention in Minneapolis. The administration, faculty, and School Board already have discussed sharing OLG's best practices and programs at the convention with schools across the country. Finally, working with the Catholic Community Foundation in the Archdiocese of Saint Paul and Minneapolis, OLG established a school endowment in 2007 and has offered to mentor other schools considering this funding approach.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Marching down the aisle to a student-packed church singing *When the Saints Go Marching In*, OLG's kindergartners lead the All Saints' Day celebration with the help of their 8th grade prayer buddies. The joy of this celebration is a hallmark of OLG's religion curriculum, including Catholic doctrine, sacraments, social justice, service, daily community prayer, and weekly Masses. For its other core areas, OLG aligns curriculum and assessment with state and national standards, including reading (see 2a) and math (see 3). OLG's alignment to content standards is apparent in its learner outcomes and curriculum maps. OLG's instructional practices reflect a commitment to interactive learning and differentiated instruction.

Whether cutting into a deer heart, digitally dissecting a frog, or acid testing rocks, OLG's science curriculum immerses students in age-appropriate scientific literacy through hands-on student exploration. At each grade level, students acquire greater scientific knowledge, apply increasingly complex scientific process skills, discuss ethical standards in science, and responsibly apply this information. Through an active learning approach in science at each grade level, students explore physical, life, and earth sciences.

In Language Arts, OLG students become proficient in the art of communication, including speaking, listening, and writing. Differentiated assignments meet the needs and interests of each student. Students apply the six traits of writing to personal narrative, descriptive, persuasive, comparative, research, problem/solution, and timed thesis writing. Multiple language experiences, complemented by the use of technology, allow students to master communication skills.

An interdisciplinary approach to social studies provides many avenues to engage learners, such as the 3rd grade parade of European floats and the 7th grade multimedia medieval museum. Students are immersed in history through experiential exercises, research, geography investigations, and other activities. The focus is on understanding geography, key influences from ancient civilizations, American and world history, political science, and how the past can shape the present.

All K-8 students receive Spanish instruction each year, and most OLG graduates are placed into high school Spanish level II. In an immersion environment, primary grade students listen to and speak Spanish through songs, kinesthetic activities, field trips, and story-telling. Beginning in 4th grade, reading and writing skills are emphasized. In Middle School, laptops connect students with Hispanic news, culture, and native speakers from around the world and enable the teacher to easily differentiate lessons to ensure that all learners progress.

The K-8 fine arts curriculum includes music and art. In music, students study the elements of melody, harmony, rhythm, and form. Students demonstrate increasingly in-depth knowledge as they perform in a variety of concerts and liturgical celebrations, and Middle School students demonstrate mastery of complex reasoning skills by producing music with software such as GarageBand. In art, students study the elements and principles of art, and art projects complement other curriculum areas. Students view art and demonstrate techniques on an interactive electronic white board. Middle School students become graphic designers as they create art digitally using laptops.

OLG's goal is to provide students the technology skills needed to succeed as life-long learners who ethically use technology. Whether linear or holistic, visual or verbal, learners develop deeper competency through a rich, problem solving environment. The integration of technology is facilitated through the delineation of specific K-8 grade level outcomes, the use of mobile labs and interactive electronic white boards, and the Middle School *One to One Learning Program*.

2a. (Elementary Schools) Reading:

OLG's reading scores are consistently one of the highest MCA scores in the state. OLG's K-8 reading curriculum is aligned with state and national standards and was adopted to move students from mastering foundational skills to becoming highly proficient readers with significant comprehension and evaluation skills. In grades K-4, OLG uses a variety of reading materials to build students' comprehension skills by teaching and practicing reading strategies while gaining fluency through different reading approaches. Lessons are differentiated to meet each student's learning needs, and all students are exposed to a wide variety of literature. The reading curriculum is based on solid research of best practices and offers an interconnected approach between reading, writing, comprehension, and phonic skills. The curriculum also includes a variety of assessment tools, skill building exercises, extra support for struggling readers, enrichment for excelling readers, and opportunities for varied instruction. Students read individually, with partners, in flexible small groups, in large groups, and one-on-one with the teacher. Further, the readiness level of each student is met through varied reading selections. Finally, students have the opportunity to use key reading strategies during weekly skills assessments, theme tests, running records, and selection tests.

The 5th-8th grade reading curriculum moves students beyond the teaching of foundational skills and challenges them to be critical evaluators of literature. Comprehension, higher level thinking skills, and various literary elements are taught through multiple genres, both classical and modern. The curriculum exposes students to rigorous reading selections, becoming more challenging and abstract as the students learn and practice higher level thinking skills. The approach is interdisciplinary; the books selected are connected to writing projects and materials in other subjects. Students demonstrate mastery of skills in a variety of ways including discussion, projects, tests, digital presentations, and written responses. By 8th grade graduation, students have mastered the skills required to be successful in high school English.

2b. (Secondary Schools) English:

3. Additional Curriculum Area:

More than 90% of OLG's 8th grade students graduate having completed algebra I or 9th grade geometry, aligning with OLG's mission to encourage the pursuit of academic excellence for all learners. OLG's math program integrates basic skills, problem solving, and concept development, using an active learning approach while identifying the mathematical needs and skills of each student. Female students perform at levels equal to or above those of male students. Content outcomes in grades K-8 include mastering deductive reasoning, using and applying current technology, enjoying mathematical manipulation, and developing daily mathematical thinking. The elementary grades use manipulatives and real life situations to introduce new concepts. Teaching assistants work with students during the mathematical instructional time to optimize learning, and enrichment and support activities are provided.

In Middle School, several criteria such as standardized test scores, academic records, and teacher recommendations are used to identify a math placement for each student to ensure optimal success. These placements are open to reevaluation through assessment and teacher discussion. OLG's goal is to continually challenge all students and provide them with options for various levels of high school math. Interactive electronic white boards in each classroom and student laptops provide 21st century technology tools. Keynote and PowerPoint presentations allow access to math lessons at home, and interactive programs provide practice for concept development and mastery. Engaging student-centered materials, focused instruction, integrated skill-oriented technology, highly-qualified mathematics specialists, and close monitoring of student progress are all components of students' mathematical success at OLG.

4. Instructional Methods:

An integral attribute of instruction at OLG is differentiation which, as practiced at OLG, has three characteristics that contribute to its effectiveness. While differentiated instruction at OLG has always encompassed students' interests and learning styles, recent efforts have increased the focus on readiness. In this way, all students experience challenge as well as success. In addition, all students are working on the same core concepts and skills even though content, learning activities, or products might vary on ranges of concrete to abstract, familiar to novel, and structured to unstructured. Finally, lessons are designed for differentiation to be unnoticed by the students.

Specific examples demonstrate these three characteristics and differentiation in action at OLG. While studying explorers in 5th grade, all students are given task cards with critical thinking questions to ponder. However, the focus of the cards will vary from a local site to the explorer's country of origin and from how disease is spread in families and at school to world-wide disease control. In 2nd grade science, all students investigate butterflies, but topics range from "What is a Butterfly?" to "A Butterfly's Defense Mechanisms".

In K-4 language arts, all students work on the same comprehension skill each week, but at different levels, with some students reading chapter books that are two or more grades above-level to apply and use the skill. In Middle School, all students write paragraphs with supporting detail. However, some students are assigned familiar topics and work with detailed graphic organizers for more support while other students choose their own topics and use less complex graphic organizers. Through differentiated instruction, all OLG students are both challenged and supported, as teachers guide students to maximize their full potential.

5. Professional Development:

Professional development at OLG aligns with the school-wide curriculum which is based on content standards and fosters instructional practices which significantly impact student achievement. A hallmark of the program is a commitment to teacher proficiency and program sustainability through a long-term dedication of resources - time and money. Each professional development initiative is accomplished by building awareness, aligning with content standards, providing time for further growth, identifying lead teachers, growing internal expertise, offering release time for shared planning and professional dialogue, and providing time for observation and feedback. OLG's educational culture for student success continues to be transformed by professional dialogue, teacher ownership, and shared leadership.

Current school-wide, professional development initiatives include differentiation, technology integration, and practices from the *Responsive Classroom* and *Developmental Designs* programs. For example, OLG's new reading program allows teachers to focus on individual student needs and provides them with resources and opportunities to differentiate instruction. In reviewing OLG's math program, opportunities were identified to differentiate instruction for varied student groupings based upon readiness. Ongoing attention to differentiation practices creates an environment where individual achievement is valued and recognized.

Technology integration engages students, supports various learning styles, and moves learning beyond the printed textbook. New ways to use technology in the classroom are developed through on-site technology seminars and the immediate dialogue made possible by an expert's observation of classes.

The newest professional development initiative, *Responsive Classroom* and *Developmental Designs*, fosters an environment of emotional and intellectual safety and provides students and teachers with additional skills to work collaboratively. Early in its implementation, teachers and students are responding positively. The learning environment has been enhanced, and collaboration has increased.

6. School Leadership:

OLG operates on a model of shared leadership and collaboration, focused on improving student performance. All faculty, parents, and students are responsible for the spiritual and intellectual growth of one another. OLG's pastor is the spiritual leader, responsible for implementing the parish mission. OLG's principal is the instructional leader, providing spiritual and academic leadership for the day-to-day administration of the school. The principal uses a supervisory model that includes frequent classroom walkthroughs, formal observations, and annual reviews, all of which provide for reflection on instructional practices, collegial dialogue, and insights into strategies for greater student learning.

The elected School Board assists the pastor and the principal with school governance, including school policy. The school's policies are set forth in a *Parent Student Handbook*, signed annually by both parents and students. Using the school's strategic plan, the School Board helped structure the initiatives for the parish-wide capital campaign. The Parent School Organization is another consultative board which, in conjunction with the principal, addresses fund-raising activities, community building events, school resources, classroom support, hospitality, and school enrichment programs. Through these and other opportunities, parents share their talents to promote the spiritual and academic growth of all students.

OLG's assistant principal provides leadership in curriculum assessment as well as enrichment opportunities for students. OLG's learning specialist provides additional leadership for the differentiation program and works with teachers and parents to address the specific learning needs of students. OLG's technology consultant and lead technology teachers give direction to technology goals and oversee the infrastructure. OLG's "step ahead" teachers support grade level teachers in OLG's school-wide differentiation and curriculum efforts. All teachers serve in leadership roles on school committees, all of which are focused on ensuring that academic and spiritual goals for students are met.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3700</u>	<u>\$3700</u>	<u>\$3700</u>	<u>\$3700</u>	<u>\$3700</u>	<u>\$3700</u>
K	1st	2nd	3rd	4th	5th

<u>\$3700</u>	<u>\$3700</u>	<u>\$3700</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th

<u>\$</u>	<u>\$</u>
12th	Other

4. What is the educational cost per student? \$ 5528 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 981
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
18 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
100 %

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: MCA 2003-05; MCA II 2005-08

Edition/Publication Year: Current Publisher: Minnesota Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
% Meeting plus % Exceeding	94	96	97	94	91
% Exceeding	48	49	53	81	78
Number of students tested	83	77	76	67	79
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 3 Test: MCA 2003-05; MCA II 2005-08

Edition/Publication Year: Current Publisher: Minnesota Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
% Meeting plus % Exceeding	95	95	93	93	89
% Exceeding	70	83	76	81	82
Number of students tested	83	77	76	68	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: MCA 2003-05; MCA II 2005-08

Edition/Publication Year: Current Publisher: Minnesota Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
% Meeting plus % Exceeding	91	81	92	99	98
% Exceeding	45	34	52	95	84
Number of students tested	74	64	75	81	80
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 5 Test: MCA 2003-05; MCA II 2005-08

Edition/Publication Year: Current Publisher: Minnesota Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
% Meeting plus %Exceeding	96	92	99	100	96
% Exceeding	54	52	57	95	88
Number of students tested	74	64	75	81	81
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 7 Test: MCA 2003-05; MCA II 2005-08

Edition/Publication Year: Current Publisher: Minnesota Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Jan
SCHOOL SCORES					
% Meeting plus % Exceeding	91	90	75	100	96
% Exceeding	40	48	30	69	49
Number of students tested	58	61	69	36	73
Percent of total students tested	98	100	99	97	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 7 Test: MCA 2003-05; MCA II 2005-08

Edition/Publication Year: Current Publisher: Minnesota Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Jan
SCHOOL SCORES					
% Meeting plus % Exceeding	93	92	94	92	95
% Exceeding	68	64	54	65	66
Number of students tested	59	61	70	37	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 2 Test: Metropolitan Achievement Test (MAT8)

Edition/Publication Year: 8-FormV/2000 Publisher: Harcourt Inc.

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	74	74	86	73	72
Number of students tested	80	81	76	80	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 2 Test: Metropolitan Achievement Test (MAT8)

Edition/Publication Year: 8-FormV/2000 Publisher: Harcourt Inc.

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	78	78	85	75	74
Number of students tested	79	81	76	80	73
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 4 Test: Metropolitan Achievement Test (MAT8)

Edition/Publication Year: 8-FormV/2000 Publisher: Harcourt Inc.

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	90	81	84	86	86
Number of students tested	76	75	65	82	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 4 Test: Metropolitan Achievement Test (MAT8)

Edition/Publication Year: 8-FormV/2000 Publisher: Harcourt Inc.

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	81	78	79	79	86
Number of students tested	76	74	65	82	82
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 6 Test: Metropolitan Achievement Test (MAT8)

Edition/Publication Year: 8-FormV/2000 Publisher: Harcourt Inc.

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	89	90	91	86	88
Number of students tested	58	76	71	80	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 6 Test: Metropolitan Achievement Test (MAT8)

Edition/Publication Year: 8-FormV/2000 Publisher: Harcourt Inc.

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	84	84	85	82	80
Number of students tested	58	76	71	80	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 8 Test: Metropolitan Achievement Test (MAT8)

Edition/Publication Year: 8-FormV/2000 Publisher: Harcourt Inc.

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct		
SCHOOL SCORES					
Average Score	88	85	88		
Number of students tested	58	68	28		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

The *Minnesota Basic Skills Test* in math and reading was given to OLG 8th graders through 2004-05, when the test was discontinued by the Minnesota Department of Education. Thereafter, the 8th grade students have taken the MAT8.

Subject: Reading

Grade: 8 Test: Metropolitan Achievement Test (MAT8)

Edition/Publication Year: 8-FormV/2000 Publisher: Harcourt Inc.

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct		
SCHOOL SCORES					
Average Score	83	80	83		
Number of students tested	58	68	28		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

The *Minnesota Basic Skills Test* in math and reading was given to OLG 8th graders through 2004-05, when the test was discontinued by the Minnesota Department of Education. Thereafter, the 8th grade students have taken the MAT8.

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